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ABSTRACT

This secondary level curriculum guide provides a program and identifies materials for the history and culture of Latin America. The primary purpose of the course is to stimulate throught and to encourage students to make valid generalizations and intelligent assessments of the forces and events that have shaped the history and culture of Latin America. Each lesson contains behavior and content objectives, suggested activities and procedures, suggested source materials, and student evaluation methods. Unit topics include geography; pre-Hispanic Indian cultures; Spanish exploration; Spanish American empire; Mexican independence; biographical study of Santa Ana, Benito Juarez, and Porfirio Diaz; the Mexican Revolution of 1910 and Constitution of 1917; Mexico since 1940; Mexico's relations with the United States; independence movements in Central and South America; historical development of Central and South America; origins and problems of Latin America; Central and South American relations with the United States; early history of the Caribbean area; recent events in the Caribbean; and cultural development of Latin America. Also included are a list of film sources, bibliography, notes on the Mexican Constitution, and sample student evaluation materials. (Author/DE)

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WORLD HISTORY SERIES

LATIN AMERICA

Montgomery County Public Schools

Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools
Supplement to
Bulletin 216

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JUN 9 1975

A Senior High School Social Studies Unit

on

LATIN AMERICAN HISTORY

Bulletin No. 257

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools

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PREFACE AND ACKNOWLEDGMENTS

During the summer of 1971, several of the units in the Modern World History course of study were expanded to permit their use for a semester course or variants thereof that will enable teachers to provide for student interest. As the units now stand, they can be used as options within the Modern World History course or be offered independent of it. The existing units on Russia and the Far East have been revised and expanded and new units on Latin America and Afro-America have been developed.

The Russian materials were developed by Robert Appleton (Bethesda-Chevy Chase); and the unit on Latin America by Paul Magee (Montgomery Village). Stephen Perialas (Walter Johnson) was responsible for the Far East materials; and Harry Kelly (Poolesville), Donald Housley (Wheaton), and Thomas Walker (Magruder) contributed the unit on Afro-America. All workshops were conducted under the general supervision of Kieran J. Carroll, Department of Curriculum and Instruction.

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OVERVIEW

The term Latin America encompasses a multiplicity of countries and cultures. However, the influence of several dominates the history of the lands south of the Rio Grande--Iberian, Amerind, and (especially in the Caribbean and Brazil) African.

While there are over 20 independent nations (and a few remaining foreign possessions) each with its own history, there are certain common elements present throughout Latin America. The influence of Indian cultures, a predominantly Iberian colonial rule, independence movements, and the influence of relationships with the United States all contribute to a common bond. At the same time, the Portuguese influence in Brazil, for example, has given that country a background which is different from that of Argentina or Mexico; and the African cultural influence on the Caribbean and Brazil has been different from the Spanish influence on Chile.

Today most Latin American nations have common concerns. Problems of population distribution, economic influences, land ownership, political and social change, church and state relationships are found in most of the area, although the degree will vary, often considerably, from place to place.

Relations between the Latin American countries and the United States have undergone significant change in the past century and a half. Though there has been some improvement over the past 50 years, much continued conscious effort must be made by both Anglo and Latin America to acquire an understanding and respect for each other.

A major purpose of this unit is to develop students' awareness of the cultural background and historical development of the nations of Latin America, their role in the world today, and their future.

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NOTES TO THE TEACHER

An attempt has been made in this unit to use the skills developed in the existing social studies program. Emphasis has been placed on the development of those behaviors contained in Bloom and Krathwohl, Taxonomy of Educational Objectives; however, the stress is on the higher levels such as the analysis of relationships and the synthesis of processes.

The development of the following substantive elements is stressed:

Human societies form and function within definable spatial patterns of interrelated cultural and natural characteristics.

Patterns of resource utilization are a function and reflection of culture.

Forces for change and continuity are always operative in society but in different proportions at different times and places.

Events have complex and interrelated causes and effects.

Human societies are becoming increasingly interdependent.

Human institutions reflect the degree to which individual freedom and the common welfare have been balanced.

Human societies perform similar functions but differ in the cultural patterns which they develop.

The activities and procedures which follow in this unit are suggested, not mandatory. Teachers are encouraged to modify or replace these whenever necessary--depending on the needs, interests, and aptitudes of their students.

The unit is organized so that one or more of the components could be used as a part of the Modern World History program; e.g., the material on Mexico could be used as a topic in Modern World History if the students have a particular interest in that nation.

Sample evaluations in the cognitive domain have been included in the appendix. However, it will be necessary to provide for the continued development of evaluative exercises. Evaluation of the affective domain has yet to be undertaken, but the teacher may want to examine the work being done in the United States History and Government program for examples.

The following comments about some of the sources used may be helpful to teachers:

Many of the selections on Latin America in Stavrianos, et al. Readings in World History are suitable for the average student. The selections from Keen, Readings in Latin American Civilization are more difficult (and more comprehensive) and

are suitable for above-average students. Both works are already available in quantity in those schools offering Modern World History.

Fagg, Latin America: A General History; Bannon and Dunne, Latin America; and Bailey and Nasitir, Latin America: The Development of Its Civilization are all very good basic texts for above-average students. Bailey and Nasitir's book contains more information on cultural development and non-political matters than the others.

James, Latin America is a standard work on the geography of the area. However, most schools have high school geography texts suitable for the average student.

Peck, The Pageant of South American History is a very good basic text for many average students, although it is limited in content to South America.

Alexander, Latin America is suitable for most students desiring a less comprehensive study. It is already available in quantity in most schools.

Pauline, Latin American History, Culture, People; McRae, Latin America ("World Areas Today" series); and Mexico, Brazil, and Argentina and Chile ("Today's World in Focus" series) are all very good sources for a more limited study of Latin America by average students.

Ewing, Latin American Culture and Stavrianos and Blanksten, Latin America: A Culture Area in Perspective offer an interdisciplinary approach for many students. They are available in quantity in those schools offering Modern World History.

LATIN AMERICAN HISTORY

TOPICAL OUTLINE

I. Geography of Mexico, Central and South America, and the Caribbean

A. Land Forms and Climate

B. Economic Factors

C. Cultural Patterns

II. Exploration and Discovery

A. Indian Cultures

1. Maya
2. Aztec
3. Inca
4. Chibcha
5. Tupi

B. Explorers and Conquistadores

1. Spanish
2. Portuguese
3. Other nations

C. Spanish and Portuguese New World Empires

1. Political organization
2. Social structure
3. Economic basis
4. Church's role

III. Mexico

A. Independence Movement

1. Reasons for development
2. Role of Hidalgo, Morelos, and Iturbide
3. Mexico under Santa Anna, Juarez, and Diaz

B. Revolution of 1910

1. Causes of discontent
2. Constitution of 1917
3. Early attempts at implementation of revolution's goals

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4. Presidency of Cardenas
5. Mexico since 1940
   a) Economic development
   b) Church-State relationships
   c) Social changes
   d) Political party system
6. Contemporary Mexican problems
   a) Effects of industrialization
   b) Population growth and change
   c) Growth of political differences

C. Relations with the United States

1. 19th century
   a) Monroe Doctrine
   b) Texas and the Mexican War
   c) French in Mexico
2. Impact of 1910 Revolution
   a) "Watchful waiting"
   b) Border incidents
3. 1917 Constitution
   a) Expropriation
   b) Church-State relationship
4. Good Neighbor Policy
   a) Bucareli agreement
   b) Morrow mission
   c) Expropriation
5. Effects of World War II
6. Since World War II
   a) Inter-American Conferences
   b) O. A. S.
   c) Rio Grande boundary question
7. Contemporary relationships

IV. Central and South America

A. Independence Movement

1. Northern area
2. Southern area
3. Brazil
4. Central America

B. Historical Influences

1. Religious
2. Social
3. Political
4. Economic
5. Philosophical

00011

C. Contemporary Problems

1. Economic development
2. Social change
3. Political movements
4. Church-State relationships
5. Foreign affairs
6. Population growth and distribution

D. Relations with the United States

1. Monro Doctrine
2. Pan Americanism
3. Panama Canal
4. Roosevelt Corollary
5. Dollar Diplomacy
6. Good Neighbor Policy
7. World War II and after
   a) O. A. S.
   b) Inter-American conferences
   c) Alliance for Progress

V. The Caribbean

A. Colonial Period

1. Spain
2. France, England, and the Netherlands
3. Introduction of slavery

B. Independence Movements

1. Haiti
2. Cuba

C. 20th Century Caribbean

1. Traditional influences
2. Relations with the United States
   a) Intervention
   b) Good Neighbor Policy
3. Inter-American relations

D. Contemporary Caribbean

1. Cuba under Castro
   a) Political, social, and economic impact
   b) International effects

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2. Emerging nations
3. Caribbean area and the United States
   a) Cuba
   b) Other independent nations
   c) Puerto Rico

VI. Cultural Development of Latin America

A. Art and Architecture

B. Music

C. Literature

D. Education and Science

00013

I. *The geographical characteristics of Mexico and Central and South America and the Caribbean area have played a very important role in the historical development of those areas.*

Behavior and Content

Interpret and synthesize information about the physical, political, economic, and cultural geography of Latin America.

Suggested Activities and Procedures

Show transparencies or use wall maps of Latin America (or have students prepare individual maps) showing the physical features, political boundaries, distribution of minerals and agricultural products, cultural groups, etc.

Based on this information, have the students attempt to reach some conclusions concerning the effect of physical features on the political divisions, the relationship between population distribution and agricultural and mineral resources and climate, and physical features and cultural group distribution. (Relationships may or may not exist.)

Does this information allow for the influence of cultural factors such as attitude toward types of work and political beliefs on the growth and/or development of an area?

Discuss the information and compare it with the conclusions reached previously by the students. Based on the information available, are their conclusions valid?

F 2630 Mexico - Central and Gulf Regions and F 2631 Mexico - Northern and Southern Regions, each 18 minutes, color. Geography oriented films useful to introduce the topic.

Sources:

Alexander, Latin America, chapter 1.
Baily and Nasitir, Latin America, chapter 3.
Ewing, Latin American Culture.
James, Latin America, pp. 1-4, chapters 1, 19, 33.
James and Denis, The Wide World, chapters 23, 24, 25.
Kohn and Drummond, The World Today, chapters 17-20.
McRae, Latin America, chapter 3, pp. 29-34.
Pauline, Latin America, chapter 1.

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Evaluation

Assess the ability of the students to see the relationship between geographical features such as terrain, rivers, and climate and political divisions and/or population distribution.

Example: Using physical or physical/political maps of some area of Latin America, have the students locate the areas and write brief explanations of the reasons for concentrations of population, such as large cities on the estuaries of major rivers or near major mineral producing areas.

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II.A. *Before the coming of the Spaniards, several complex Indian societies had developed in the Western Hemisphere.*

Behavior and Content

Gather and understand information related to the Indian cultures of Mexico and Central America in the years preceding the coming of the Spaniards.

Suggested Activities and Procedures

Conduct a class discussion based on information collected from several of the suggested sources. To what extent did Indian civilizations exist in Central America and Mexico at the time of the coming of the Spaniards? What were the outstanding features of these civilizations? (This information can be used later to determine the influence of the Indians on the Spanish and 19th and 20th century nations.) Pictures from the National Geographic, Americas, or other sources can be used to illustrate the discussion. Use an opaque projector or color lift process.

Other activities could include preparing maps of the various civilizations, student reports, bulletin boards, and/or student reproductions of facets of the Indian cultures.

To help less able students develop a sense of chronology, a continuing time line could be started at the beginning of the study and students assigned to keep it up to date. Events studied in other history courses could be included also to emphasize the inter-relationship of events.

Compare the Indian civilizations of South America with those of Central America. In what ways were the Incas, Chibchas, and Tupi similar to the Mayas and Aztecs? Different?

Sources:

Bailey and Nasitir, Latin America, chapters 4, 5.
Bannon and Dunne, Latin America, chapter 1.
Ewing, Latin American Culture, pp. 605-609.
Fagg, Latin America, chapters 1, 8.
Keen, Readings in Latin American Civilization, chapters 1, 2, 3.
McRae, Latin America ("World Area Today" series), chapter 1.
Pauline, Latin America, chapter 2.
Peck, Pageant of South American History, chapters 1-4.
Prescott, The Conquest of Peru, pp. 1-125.
Sanchez, Mexico, chapter 2.
Stavrianos, et al. Readings, pp. 289-306.

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Stavrianos and Blanksten, Latin America, pp. 14-15.
Webb, Brazil ("Today's World in Focus" series), pp. 3-5.

Evaluation

Do the students understand the meaning of the term civilization? Answer the following question: To what extent were the Indian cultures of Central and South America advanced civilizations? Use historical evidence to support an answer.

00017

II.B. *The coming of the Spanish explorers and conquistadores wrought profound cultural changes on the Western Hemisphere.*

Behavior and Content

Gather, organize, and apply information relating to the Spanish conquests in the Western Hemisphere.

Suggested Activities and Procedures

Have the students read several solutions from the suggested readings and conduct a class discussion of the following: What were the reasons for the Spanish coming to the New World? Why were so few men able to expand their influence over such a vast area? What were the effects of the coming of the Spanish to the Western Hemisphere? How accurate are the historical accounts of the Spanish conquest of America?

Map the routes followed by some of the explorers and conquistadores.

Read selections from Paul Horgan's Conquistadores in North American History. Samuel Shellabarger's Captain from Castile is a very readable novel about the conquest of Mexico.

Bernal Castillo's The True Story of the Conquest of New Spain is a first-hand account of the conquest of Mexico as seen by one of Cortes' men.

Write a critical summary of Horgan's book (or parts of it) or a similar book.

If France or England had discovered and explored and conquered this area, would the results have been the same? Could these countries have accomplished what Spain did at this time?

Show one or more of the following films:

F 4505 Cortes and the Legend 52 minutes (color). This is an interesting account of the coming of the Spanish to Mexico. (For above-average students)

F 4982 Mexico's History 20 minutes (color). This film can serve as an excellent introduction to the study of Mexico's history.

F 4195 Spanish Explorers. This film can provide good background for average students.

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Evaluation

Check the maps for accuracy and detail. Assess the student's ability to see cause and effect relationships either through the discussion or by quiz.

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II.C. *The Spanish Empire in Central America and Mexico was based in those institutions which had been developed in the homeland and modified to some extent by being transplanted to the New World.*

Behavior and Content

Gather, organize, and synthesize information about the Spanish Empire in the New World.

Suggested Activities and Procedures

The extent to which this topic might be investigated can vary with the interests and abilities of the students. For the most able students, Salvador de Madariaga's The Rise of the Spanish American Empire provides an in depth study of the various institutions in the empire from a very interesting viewpoint.

Have several students prepare reports on various aspects of the Spanish empire in America; e.g., the Spanish views on race, the Inquisition, the political structure, the social classes, economic affairs, the general role of the Church. To what extent did the New World experiences modify traditional Spanish thinking? Compare/contrast the information presented in these reports with what the students have learned about other empires of the time or later years.

Lecture on how the effects of the establishment of the Iberian empires in South America were similar to what had taken place to the north but that some differences existed between the Spanish and Portuguese empires.

Evaluation

Can the students see the influence which national origin can have on the interpretation of historical events? What is the difference between point of view and bias?

(See U.S. History and Government II course of study for evaluation form for student reports, p. 639.)

Are the students aware of the impact which cultural experiences have on one another? For example, to what extent did contact with the Indians affect traditional Spanish attitudes about religions?

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II.C. *The Spanish Empire in Central America and Mexico was based in those institutions which had been developed in the homeland and modified to some extent by being transplanted to the New World.*

Behavior and Content

Apply and analyze information about the Spanish and Portuguese empire in South America.

Suggested Activities and Procedures

Compare/contrast the social, economic, religious, and political structure of the Portuguese in Brazil with that of the Spanish in Mexico and Central and South America.

Have several students prepare reports on the activities of other European nations in the New World. How did activities of the English, Dutch, and French differ from those of the Portuguese and Spanish? What were the results of the conflicts between the various colonial empires?

Sources:

Alexander, Latin America, chapter 3.
Bailey and Nasitir, Latin America, chapters 6-16.
Bannon and Dunne, Latin America, chapters 3-10.
Ewing, Latin American Culture, pp. 609-628.
Fagg, Latin America, chapters 3-18.
Keen, Readings in Latin American Civilization, chapters 4-20.
Madariaga, The Rise of the Spanish Empire.
McRea, Latin America ("World Areas Today" series), chapters 2,3.
Pauline, Latin America, chapters 2, 4, 8, 10.
Peck, Pageant of South American History, chapters 5-13.
Prescott, The Conquest of Peru.
Sanchez, Mexico, chapters 4, 5.
Stavrianos, et al. Readings, pp. 306-313.
Webb, Brazil ("Today's World in Focus" series) chapters 1, 3, 4.

Evaluation

Can the students make valid comparisons based on historical evidence? Give a short quiz based on a key list exercise that includes characteristics of colonies of other nations in Latin America as well as the Spanish and Portuguese.

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III.A. *The Mexican Independence movement had its origins in domestic dissatisfaction but was successfully completed through outside influences.*

Behavior and Content

Gather, analyze and interpret information about the Mexican Independence Movement.

Suggested Activities and Procedures

Review with the class the concept of revolution. Through panels, reports, or discussion, study the following questions:
What factors encouraging a spirit of dissatisfaction existed in Mexico at the beginning of the 19th century? Which of these factors are similar to situations existing in other areas of the world at that time? e.g., the U.S. and France? Which conditions were peculiar to Latin America in terms of its colonial experiences and cultural traditions?

What was the role of each of the following in the Mexican Independence Movement?

Hidalgo
Cry of Dolores
Iturbide
Plan de Iguala

Explain how or why a movement that was class in nature and was led by ardent revolutionary priests ended successfully through the efforts of conservatives who had put down the earlier movements.

Sources:

Alexander, Latin America, chapter 3, pp. 39-47.
Bailey and Nasitir, Latin America, chapters 17, 20.
Bannon and Dunne, Latin America, chapters 11, 15.
Ewing, Latin American Culture, pp. 628-633.
Fagg, Latin America, chapter 19, pp. 405-411; 443-448; 465-472.
Keen, Readings in Latin American Civilization, chapters 21, 23.
McRae, Latin America, chapter 3, pp. 29-35.
Robertson, Rise of the Spanish American Republic.
Sanchez, Mexico, chapter 6, pp. 44-46.

Evaluation

Determine the ability of the students to understand complex cause and effect relationships by having them:
a) Briefly describe several ways in which the Mexican Revolution was like (or different from) the United

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States or French Revolutions. Support conclusions with historical evidence; and

b) Define revolution, explaining to what extent the Mexican Revolution was a revolution according to the definition of the term.

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III.A.3 *In the century following independence, the history of Mexico is characterized by the influence of three men.*

Behavior and Content

Gather, interpret, analyze, and synthesize information related to the roles of Santa Anna, Juarez, and Porfirio Diaz in Mexico's history.

Suggested Activities and Procedures

Divide the class into three groups and have them make studies of one of these men and their influence on Mexico: Santa Anna, Juarez, and Porfirio Diaz. Have each group report to the class on its findings. Evaluate their contributions to the nation's development.

In what ways do these men reflect the following influences on the development of Mexico?

individualism
humanism
emotionalism
political immaturity
caudillismo
liberal/conservative divisions
the one-crop economy
latifundia
class divisions
the Church

To what extent did the colonial period contribute to the situation that existed in 19th century Mexico?

Sources:

Alba, The Mexicans, chapters 4, 5.
Bailey and Nasitir, Latin America, chapter 20.
Bannon and Dunne, Latin America: An Historical Survey, chapters 16, 28.
Ewing, Latin American Culture, pp. 635-639.
Fagg, Latin America: A General History, chapter 22, pp. 534-547; chapter 24.
Keen, Readings in Latin American Civilization, chapter 24, #2, 3, 4; chapter 25, #2; chapter 26, #1, 2, 3; chapter 27, #3; chapter 29, #1, 2.
Sanchez, Mexico, chapter 6, pp. 46-50.
Stavrianos, et al. Readings in World History, pp. 355-413.

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Evaluation

Have students select one of the three major Mexican political figures of 19th century Mexico; and show how his role reflects the influence of the idea of El Caudillo on Mexico's political development. Or have students indicate in what ways these men are a reflection of the political maturity or immaturity of the Mexicans. Have students compare/contrast the influence of Juarez and Diaz on Church-State relationships.

00025

III.B. *The Revolution of 1910 which brought an end to the rule of Diaz resulted in the 1917 Constitution that provided for revolutionary goals within the country.*

Behavior and Content

Gather, interpret, analyze, and apply information related to the 1910 Revolution and the Constitution of 1917.

Suggested Activities and Procedures

Through reading and discussion, develop the following:

What were the causes of the events that led to the overthrow of President Diaz? Analyze some of the major provisions of the 1917 Constitution to determine the major goals of the Revolution. To what extent were the Mexicans able, in the years 1917-1940, to implement the provisions of the Constitution? How did the traditional influences affect this implementation? (See p. 520 of Bannon and Dunne's Latin America for excellent selections from the 1917 Constitution of Mexico.)

Sources:

Alexander, Latin America, pp. 121-125.
Bailey and Nasitir, Latin America, chapters 28, 29.
Bannon and Dunne, Latin America, chapter 16, 28.
Fagg, Latin America, chapters 24, 25.
Keen, Readings in Latin American Civilization, chapter 29.
Pauline, Latin America, chapter 10.
Sanchez, Mexico, pp. 50-57.
Stavrianos and Blanksten, Latin America, pp. 31-33.
Stavrianos, Readings, pp. 324-328; 365-375.

Evaluation

Have the students write a brief essay on one of the following topics:

What were the major goals of the 1910 Revolution?

To what extent were the goals of the 1910 Revolution achieved through the adoption and implementation of the 1917 Constitution?

To what extent are the ideals of humanism and emotionalism reflected in the adoption and implementation of the 1917 Constitution?

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III.B.5 *Since 1940 Mexico has continued to attempt to implement the revolutionary goals of the 1917 constitution.*

Behavior and Content

Gather, analyze, synthesize, and evaluate information related to Mexican attempts to continue the implementation of the social, political, and economic philosophy expressed in the 1917 Constitution.

Suggested Activities and Procedures

Have the class define the terms *emerging nation* and *developing country*.

Investigate this topic: To what extent has Mexico, since 1940, modified the traditional influences that previously determined its policies? Evaluate these changes.

Topics for research projects, independent study, seminar, or discussion:

The role of labor unions in Mexico since the Revolution

The assassination of Trotzky

The role of Madero in the 1910 Revolution compared with that of Iturbide in the Independence Movement

Mexico's single-party system (Evaluate or compare it with other single party systems such as those in the USSR and/or China.)

Compare the origins, structure, and purpose of the political party systems of Mexico and the United States.

How will Mexico be able to continue the program of land reform in view of the shortage of available arable land?

To what extent has the increased industrialization resulted in increased urbanization and its accompanying problems such as housing?

Speculate as to the possibility of the development of political parties in Mexico--either a two-party or multiple-party system.

Debate the following:

Resolved, the single-party political system in Mexico in recent years has hindered the development of Mexican political maturity.

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Sources:

Alexander, Latin America, chapters 2, 4, 9.
Bailey and Nasitir, Latin America, chapters 28, 29.
Bannon and Dunne, Latin America, chapters 17, 28, 32.
Ewing, Latin American Cultures, pp. 636-669.
Fagg, Latin America, chapter 24.
Johnson, Mexico (Life World Library).
Keen, Readings in Latin American Civilization, chapter 29, #5, 6, 7; chapter 34.
Leonard, Ancient America (Time-Life "Great Ages of Man").
Long and Luman (eds.), The World Almanac, 1970 Edition.
Marshall (ed.), The 1970 South American Handbook.
McRae, Latin America, chapters 4, 5.
Pauline, Latin America, chapter 10.
Sanchez, Mexico, chapters 7-13.
Stavrianos, et al. Readings, pp. 355-413.
Steinberg and Paxton (eds.), The Statesman's Yearbook, 1969-70.

Gardner, C. Harvey. "Mexico: Season of Shadows." Current History, Feb. 1970.
Goodsell, James. "Mexico: Why the Students Rioted." Current History, Jan. 1969.
Needler, Martin. "Mexico at the Crossroads." Current History, Feb. 1971.
Turnstill, Douglas. "The Emergence of Modern Mexico." American Heritage, April 1969, pp. 9-39.
Womack, John. "The Spoils of the Mexican Revolution." Foreign Affairs, July 1970, pp. 677-87.

Evaluation

Have students comment critically on the statement below and use historical information to support their positions:

Mexico is a developing country, not an emerging nation.

See U.S. History and Government II course of study, pp. 643-645, for evaluation of student projects.

See U.S. History and Government II course of study, pp. 662-667, for the conduct and evaluation of debates.

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III.C. *Relations between Mexico and the United States have undergone significant change in the past century although areas of difference remain.*

Behavior and Content

Gather, synthesize, and evaluate information related to the relationships between Mexico and the United States.

Suggested Activities and Procedures

Give a lecture on the United States at the time of the Independence Movement and the impact of the Monroe Doctrine.

Compare the Mexican viewpoint toward the Texas question and the war with the United States with that of the United States.

As Others See Us, edited by Donald Robinson (Houghton Mifflin, 1969), contains selections from Mexican history textbooks that reflect the Mexican viewpoint. It also has several excellent questions for study and discussion. The Mexican War by Otis Singletary is an excellent source for another point of view.

For an individual or small group in depth study of the French in Mexico, microfilms of diplomatic documents are available from the supervisor of social studies in the Department of Curriculum and Instruction at the Washington Center. This could be the subject of a report to the rest of the class.

Read carefully from some of the suggested sources and have a student-conducted discussion based on the following:

Compare and contrast Mexico's relationship with the United States in the Diaz and immediate post-1910 Revolution period with the 1920's and '30's. In what ways did the earlier period set the stage for the later? What accounts for the changes in attitude (if any) that took place? Compare the policy of "watchful waiting" with that of the Bucareli agreement of 1923 and Dwight Morrow's mission in Mexico.

How did the expropriation and the Church-State questions affect the relationships between the U.S. and Mexico during this period?

How did World War II affect the relationship between the United States and Mexico?

To what extent have such post-World War II attempts at Inter-American cooperation as the following alleviated old tensions and been of mutual benefit to the nations involved:

Mexico City Conference
Inter-American Conferences
O. A. S.
Punta del Este Conferences of 1961, 1967
Alliance for Progress
L. B. J.: 5-Year Latin American Plan
Settlement of the Rio Grande Boundary Dispute--U.S. and Mexico

Conduct a debate on the following: Resolved, Mexico should withdraw from the O. A. S. and assume a major role in establishing an organization of Latin American states.

Sources:

Alexander, Latin America, chapters 4, 5.
Bailey and Nasitir, Latin America, chapter 40.
Bannon and Dunne, Latin America, chapter 31.
Ewing, Latin American Culture, pp. 642-645; 663-665.
Fagg, Latin America, chapter 38.
Keen, Readings in Latin American Civilization, chapter 36.
McRae, Latin America, chapter 7.
Pauline, Latin America, chapters 7, 12.
Robinson, As Others See Us, pp. 69-78; 80-81.
Sanchez, Mexico, chapters 10, 13.
Stavrianos and Blanksten, Latin America, pp. 34-36.

Casaco, Juan. "Slums of Hope and Despair." Americas, pp. 13-20.
Grayson, George. "New Leadership for the O. A. S." Current History, Jan. 1969, pp. 19-24.
Johnson, John. "U.S. - Latin American Relations." Current History, Jan. 1969, pp. 1-6.

Realites, July 1968 contains a special section on Mexico.

Evaluation

Have students hypothesize that a Mexican national has hijacked an airplane on its way from Miami to New York and forced it to go to Mexico City. There he will release the passengers, crew, and plane only after payment of a half million dollars ransom and a guarantee of safe conduct to Havana. What actions would probably be taken by each country? Compare this with what might have been done in a similar situation in earlier years.

OR

Have each student write an editorial reflecting a point of

00030

view of some group within each country.

The U.S. History and Government II course of study has an evaluation of academic debates on pp. 662-667.

00031

IV.A. *The independence movements in Central and South America were the result of the interaction of several forces that, after a series of conflicts, resulted in a large number of separate states.*

Behavior and Content

Analyze and evaluate information concerning the independence movements in South America.

Suggested Activities and Procedures

After the students have read critically in several sources, conduct a discussion of the questions below; or divide the class into several groups and have a spokesman for each group present their findings on the questions below to the class for criticism and analysis.

How did the following contribute to the independence movement in South America?

Social and political structure of the Spanish Empire
Free Masonry
American (U.S.) and French Revolutions

How was the independence movement in Brazil different from the revolts in the rest of Latin America?

Which of the following elements were present in Brazil and other areas of South America at the beginning of the independence movement?

grievances
motivating ideas
successful examples
leadership
a "trigger"

OR

Examine and evaluate the roles of the following men in the South American independence movements:

Miranda	San Martin
Bolivar	O'Higgins
Sucre	Tirandentes (da Silva Xavier)
Moreno	Joao VI and Dom Pedro

What accounts for the fact that the nations of Central America won their independence from Spain without going through a long struggle with the mother country?

00032

Sources:

Alexander, Latin America, chapter 3.
Bailey and Nasitir, Latin America, chapters 17-19, 21.
Bannon and Dunne, Latin America, chapters 11-14, 29.
Ewing, Latin American Culture, pp. 628-633.
Fagg, Latin America, chapters 19, 20, 21.
Keen, Readings in Latin American Civilization, chapters 21, 22.
McRae, Latin America, chapter 3.
Pauline, Latin America, chapters 3, 9.
Peck, The Pageant of South American History, chapters 14, 15, 16, 17, 19.
Robertson, Rise of the Spanish-American Republics.
Stavrianos, et al. Readings, pp. 313-321.
Webb, Brazil, chapters 1, 2.
F 4816 Bolivar, South American Liberator. A brief and very sympathetic account of Simon Bolivar's life. 14 minutes (color).

Evaluation

The following questions can serve as the basis of an essay test on the independence movement in South America:

Identify and give the significance of one of the following from each group, showing their relationship to the independence movements in Central and South America:

I.	San Martin Miranda Bolivar Dom Pedro	II.	peninsulares creoles anti-clericalism latifundia
III.	Napoleonic invasion of Spain French Revolution American (U.S.) Revolution	IV.	Congress of Angostura Battle of Boyaca Guyaquil meeting of San Martin and Bolivar

and/or

In what ways did the physical characteristics of the land contribute to or hinder the independence movement in South America or in Central America?

Develop a cause and effect exercise related to the independence movement in Latin America.

00033

IV.B. *Many common themes are present in the historical development of the Central and South American nations although conditions in individual nations may modify or reinforce the impact of these themes.*

Behavior and Content

Gather, analyze, synthesize, and evaluate the effects of ideas such as that of El Caudillo on the historical development of the nations of South America.

Suggested Activities and Procedures

In view of the large number of countries to be studied and the several common factors running through the historical development of these nations, one possible method of approaching this is by comparing/contrasting one (or more) of the general influences on two or more nations or areas of South America from independence to the post-World War II period:

individualism
humanism
emotionalism
political immaturity
caudillismo
class divisions
liberal/conservative divisions
latifundia
the one-crop economy and/or one product
Church/State relationships

Example: Compare/contrast the Church and State relations in Brazil with those of Venezuela. Each student or group could report on research done and then conduct a discussion of the extent to which conclusions are valid.

In what ways are the histories of the several independent nations of Central America similar to or different from those of the nations of South America? (e.g., liberal/conservative, Church/State etc.) Are the various revolutions that have taken place actually revolutionary or are they coups?

What accounts for the inability (or reluctance) of these nations to establish some type of inter-Central American organization? (economic or political)

Compare/contrast several of the nations of Central America. To what extent are they similar or different? Is the social structure of Costa Rica like that of Guatemala or Panama?

00034

Sources:

Alba, The Latin Americans.
Alexander, Latin America, chapters 6, 7, 8.
Bailey and Nasitir, Latin America, chapters 22-27; 30-38.
Bannon and Dunne, Latin America, chapters 16-27; 29, 32.
Ewing, Latin American Culture, pp. 639-662.
Fagg, Latin America, chapters 21, 22, 23, 27, 28-37.
Keen, Readings in Latin American Civilization, chapters 24-27; 30-35.
McRae, Latin America, chapters 3, 4, 5.
Pauline, Latin America, chapters 4, 8, 9.
Peck, The Pageant of South American History, chapters 18-20.
Stavrianos and Blanksten, Latin America.
Stavrianos, et al. Readings, pp. 321-324.
Webb, Brazil, chapters 3-10.

Evaluation

See p. 639 U.S. History and Government II course of study for evaluation criteria for student reports or pp. 643-45 for evaluation of student projects.

Using class notes, have students write essays comparing the influence of one major theme (such as class discussions on one South American nation in two of the three following periods: (1) from independence to 1900; (2) from 1900 to the end of World War II; or (3) since World War II.)

This essay should show the increase or decrease in influence, or no change in influence.

00035

IV.C. *Many of the problems facing Central and South America today have their origins in the earlier history of these nations although progress is being made to alleviate them in spite of handicaps.*

Behavior and Content

Gather, analyze, synthesize, and evaluate information related to contemporary problems in Latin America.

Suggested Activities and Procedures

Identify, with the students, some of the problem areas in Central and South America today and investigate them. Some areas might include:

industrialization
land reforms
need for crop diversification
internal political instability
relations with the other American states and other parts of the world
class divisions
increased population
education
nationalization of economics
expropriation of foreign investments

Prepare a taped interview of someone now living in the United States who is from one of the nations studied and who has visited there recently. (Tapes were made by the MCPS geography department by an MCPS staff member who has been in Chile recently.) Discuss this individual's comments. This is also an opportunity to compare an individual's firsthand observations with accounts in the news media.

Provide opportunities for students to conduct a Pan American Day program (April 14) or a series of exhibits featuring handcrafts, art, native dress. Make inquiries about local programs and activties from the Organization of American States whose secretariat is at 17th and Constitution Avenue, Washington, D.C.

Sources:

Most of the information for these sources will come from periodicals and newspapers such as:

Americas (a monthly periodical)
Current History (Jan. 1969, June 1969, Feb. 1970, and Feb. 1971 are all on Lstin America.)

00036

Senior Scholastic (a good source for transparency materials)
Time, Newsweek, and U.S. News and World Report

Some of the materials in previously listed sources also focus on contemporary problems. Examples:

Alexander, Latin America.
McRae, Latin America ("World Areas Today" series)
Pauline, Latin America.
Stavrianos, et al. Readings, pp. 355-413.
Webb, Brazil ("Today's World in Focus" series) (Set II of this series has one book on Argentina and Chile.)

Some of these books contain very helpful charts, graphs, and tables related to contemporary problems.

Evaluation

Have each student choose as a topic what he considers to be the greatest problem facing one of the Central or South American countries today and write a brief essay in defense of his choice. This essay should show his understanding of the origin of the problems the people of Latin America and present key factors that contribute to the problem.

Use the evaluation forms from the U.S. History and Government II course of study for the evaluation of student reports.

00037

IV.D. *For the past one hundred and fifty years, relationships between the nations of Central and South America and the United States have been undergoing some significant changes.*

Behavior and Content

Apply, analyze, and synthesize material related to the relationships between the countries of South America and the United States.

Suggested Activities and Procedures

Have the class compare the Venezuelan, Argentinian, Colombian, and Brazilian origins of the Monroe Doctrine (Robinson, As Others See Us, pp. 58-65). In what ways are the accounts alike? Different? To what extent do these accounts differ from other texts you have read? (Note also the British and Soviet accounts.)

OR

Prepare unidentified excerpts and have the student groups read and identify each excerpt, defending their answers.

The same activity can be used for a study of the Panama Canal question. Robinson's As Others See Us contains selections from Colombian and Panamanian accounts of the revolution in Panama.

Read some of the sources; and in class discussion, examine the effects of the following (or similar) events on relations between the South American nations and the United States:

"Manifest Destiny" and filibustering expeditions
attempts at Pan Americanism
Roosevelt Corollary and intervention
"Dollar Diplomacy"
Friendly Neighbor/Good Neighbor policies
World War II
Castro in Cuba
O. A. S.
Punta del Este conferences (1961-67)
Alliance for Progress
Dominican Republic intervention
Bay of Pigs and Cuban missile questions
overthrow of Joao Goulart in Brazil in 1964
election of Allende as President of Chile

To what extent (if any) have changes taken place in the relationships between the United States and the countries of South America?

00038

What are the chief reasons for these changes or lack of them?

Have the class analyze a recent news story on Latin America and evaluate it as to accuracy, authenticity, significance etc.

OR

Prepare two brief and conflicting "accounts" of the same event; give each half of the class one account, and then discuss the conflicting stories.

The December issue of the O. A. S. Americas contains a topical index of articles published during the preceeding years; e.g., Rusio, Jose R. "The Two Americas," July 1967, pp. 21-19.

These articles are varied in nature and scope. They include many phases of the American cultural development from pre-Spanish times to the present. An opaque projector can be used to view many of the illustrations.

Sources:

Another excellent contemporary source is Current History. Examples:

"Latin America and the Caribbean," Jan. 1969.
"U.S. Military Commitments in Latin America," June 1969.
"Latin America," Feb. 1970.
"Latin America 1971," Feb. 1971.

Weintraub, S. "U.S. Policy Toward a Changing Latin America," Department of State Bulletin. April 26, 1971, pp. 550-54.
"Economics and Latin America: More Downs than Ups?" Senior Scholastic. Jan. 31, 1969, pp. 19-20.
"Rockefeller Report on Latin America," Time. Nov. 14, 1969, pp. 42 ff.
Senior Scholastic and World Week often have materials for excellent transparency masters and suggested uses.
Senior Scholastic, May 10, 1971 (Mexico--mineral and agricultural products)
World Week, March 31, 1967 (chart--population growth 1950-1965, Latin America and seven largest countries)
World Week, March 28, 1969 (map--Latin America population growth and distribution)
World Week, May 4, 1970 (Latin American map--types of governments)

00039

Evaluation

To what extent has there been a significant change in relationship between the nations of South America and the United States? (Little or no change? Some change? Significant change?) Choose a position, and support it with historical evidence.

OR

Sample quiz item:

Fill in blanks below with appropriate letter: P, N, or X; and in a brief essay, defend your answer to one of these items.

P = The event has had a positive effect on South American relationships with the U.S.
N = The event has had a negative effect.
X = The event has had little or no effect.

1. Overthrow of Joao Goulart in Brazil
2. Cuban Missile Crisis
3. Roosevelt Corollary
4. Peace Corps in Peru
5. Election of Allende as President of Chile

00040

V.A. *While the Caribbean region has some non-Iberian influences, many of the Iberian factors affecting the other parts of Latin America existed there and have affected its historical development.*

Behavior and Content

Gather, apply, and analyze information related to an understanding of the early history of the Caribbean area.

Suggested Activities and Procedures

Divide the class into a large number of small groups and have each investigate the following questions:

Why was the Caribbean area of less significance to Spain than Mexico and South America were?

In what ways did the colonial experiences affect the development of the Caribbean region? (Example: the introduction of Negro slavery)

Why were the other nations of Europe more successful in acquiring colonies in the Caribbean than on the mainland? How did this affect the early history of the region? Compare/contrast the Spanish influence on the Caribbean with the English or French or African or Dutch.

What accounts for the fact that the successful independence movements of the early 19th century did not take place in the Caribbean colonies (other than the French colony of Haiti)?

To what extent did the United States' interests affect Caribbean affairs in the 19th century? (Examples: filibustering expeditions, sugar interests, Grant and Santa Domingo)

Compare some of the various interpretations of the causes of the Spanish-American War. (Robinson's As Others See Us includes Spanish and Cuban interpretations. Microfilms of the U.S. State Department documents are available from the MCPS Department of Curriculum and Instruction.)

How has the Caribbean region been affected by the United States' 20th century foreign policy (and vice versa) such as the Platt Amendment, intervention in Haiti and the Dominican Republic, the building of the Panama Canal, purchase of the Virgin Islands, and the Good Neighbor policy? In what ways are these policies still affecting the Caribbean's relations with the United States?

How have the traditional Latin American influences of humanism, caudillismo, the Church, one crop agriculture, etc. affected the Caribbean area? For example, compare these influences in Haiti, Cuba, and Jamaica--places with differing cultural backgrounds.

In presenting the results to the class, students should be encouraged to use a variety of methods such as recreation of historical events, round tables, seminar papers, newspapers, bulletin boards, and student-conducted classes.

Sources:

Bailey and Nasitir, Latin America, chapters 6, 27, 39.
Bannon and Dunne, Latin America, chapters 1, 3, 7, 30.
Fagg, Latin America, chapters 3, 26.
Keen, Readings in Latin American Civilization, chapters 5, 9, 11, 20, 33, 36.
McRae, Latin America, chapters 3, 6.
Morison, Christopher Columbus, Mariner.
Pauline, Latin America, chapters 2, 5, 7, 11.
Robinson, As Others See Us, pp. 105-110.
(Ewing's Latin American Culture and Stavrianos and Blanksten's Latin America have a few brief and scattered references to these events.)

Evaluation

See p. 639 of U.S. History and Government II course of study for evaluation of student progress.

00042

V.D. *The Caribbean region in recent years has undergone significant changes that have affected not only the area involved but also the entire hemisphere.*

Behavior and Content

Gather, apply, analyze, and evaluate recent events in the Caribbean region.

Suggested Activities and Procedures

After careful reading in a variety of sources, have the students form small groups to assess the Castro revolution in Cuba. To what extent is this a revolution rather than the kind of coup d'etat that has often been the case in Latin America?

The most recent affairs in the Caribbean may be studied by giving each student the opportunity to research one of the following topics (or a similar topic) and write a paper on it. These papers could be presented to the class orally or in written form.

Compare the effects of Castro's revolution with the 1910 revolution in Mexico. (See Stavrianos, et al. Readings, pp. 324-354.)

How has the establishment of the Castro government in Cuba affected contemporary affairs in the other Latin American nations? In what ways have such events such as the Bay of Pigs, Cuban Missile Crisis, and Dominican Republic intervention of 1965 affected inter-American affairs? Analyze news media accounts of events leading up to the establishment of the Castro government in Cuba and compare these with later accounts related to this government. To what extent, if any, have there been changes in editorial policy? What accounts for this?

Examine some of the newer nations of the Caribbean region. To what extent do they have problems similar to those of other newly established nations? What problems are peculiar to the region? (Compare the role of the Asians in Guyana and in some East African nations.)

How will the change in Haiti's leadership affect the immediate future of that nation? the rest of the area?

Examine the relationships between the U.S. and Puerto Rico. To what extent has this relationship been a favorable one for both? Unfavorable?

Speculate on the future role of Puerto Rico. Commonwealth? Statehood? Independence?

00043

Sources:

Many of the sources of information on these topics will be magazine and newspaper articles such as:

Burks, David. "Cuba Today," Current History, Feb. 1971, pp. 108-111, 118.
Halperin, Ernst. "The Cuban Revolution in 1968," Current History, Jan. 1969, pp. 42-46, 54.
Mitchell, Harold. "Islands of the Caribbean," Current History, Feb. 1970, pp. 107-10, 117.
Williams, Eric. "Trinidad and Tobago," Current History, Jan. 1969, pp. 47-49, 54.
Yglesias, Jose. "Cuban Report: Their Hippies, Their Squares," The New York Times Magazine, Jan. 12, 1969, pp. 25; 43ff.
Current History for June, 1969 is devoted to U.S. military committments in Latin America.
The focus of Current History for Feb. 1972 is on Latin America.
Scholastic for Dec. 7, 1970 has a graph showing Cuban sugar production for 1960-1970 accompanying an article on Cuba.
Senior Scholastic and World Week often have articles containing materials for useful transparencies. World Week for Mar. 21, 1968 has a transparency master and accompanying exercise on Cuban trade, 1959-1966.
The Christian Science Monitor is an excellent source of news stories.

Alexander, Latin America, chapters 4, 10, 11.
Keen, Readings in Latin American Civilization, chapters 33, 36.
McRae, Latin America, chapter 6.
Pauline, Latin America, chapters 5, 6, 7, 11, 12.
Robinson, As Others See Us, pp. 169-173.

Evaluation

Emphasis should be placed on the ability of the students to analyze and evaluate historical information. They should be able to develop ideas in a logical manner, using historical evidence to support their positions.

00044

VI. *The cultural development of Latin America is the product of a mixture of influences dating back to pre-Colombian times.*

Behavior and Content

Gather, analyze, and synthesize information related to the historical development of Latin America's culture.

Suggested Activities and Procedures

To what extent have the following affected the development of a unique Latin American culture?

Indian
Iberian
other Europeans
Africans
Church
Revolutionary and Independence movements

The students would have an opportunity to work on individual activities or as groups in the areas of most interest to them. Information gathered could be shared through reports, panels, special bulletin boards, etc. Suggested topics might include:

Compare/contrast the Indian and Negro influences on the Caribbean--with reference to some phase such as contemporary music.

Has the Castro Revolution in Cuba had the same effect on art in that country as the Revolution of 1910 had on Mexican art?

OR

Is the music of Villa Lobos western European or Brazilian?

OR

How did the Church influence the art of the colonial period?

OR

To what extent have the Dutch left a lasting imprint on their former colonies in America?

OR

Refer to Keen's Readings in Latin American Civilization (chapters 27 and 35) and note changes that appear to have taken place in Latin American literature. What accounts for these changes? Use the color

000453

lift process to prepare samples of art; and have students examine them, then discuss the various influences reflected in the art.

Sources:

Alexander, Latin America, chapter 2.
Bailey and Nasitir, Latin America, chapter 41.
Ewing, Latin American Culture, pp. 660-663.
Keen, Readings in Latin American Civilization, chapters 1, 2, 3, 12, 14, 16, 27, 35.
Pauline, Latin America, chapter 4.
Peck, Pageant of South American History, chapters 24, 25.
Sanchez, Mexico, chapter 12.
Stavrianos and Blanksten, Latin America.
Webb, Brazil, chapter 8.

Other sources:

American Heritage
Americas
Art in America
Horizon "Great Ages of Man" series
Life "World Library" series
National Geographic
Realites, July 1968 contains a special section on Mexico.

Evaluation

Use the evaluation form for student reports found on p. 639 of the U.S. History and Government II course of study. Evaluate on the basis of content, organization, presentation, use of aids, and use of varied sources.

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FILM RESOURCES

F 4816 Bolivar, South American Liberator

F 4505 Cortes and the Legend

F 2630 Mexico--Central and Gulf Regions

F 2631 Mexico--Northern and Southern Regions

F 4982 Mexico's History

F 4195 Spanish Explorers

00047

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Fagg, John E. Latin America: A General History. New York: The Macmillan Company, 1963.

Hanna, Paul R., et al. Inter-American Studies. ("Investigating Man's World" Series) Glenview, Illinois: Scott, Foresman and Company, 1970.

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Horgan, Paul. Conquistadors in North American History. Greenwich, Conn.: Fawcett Publications, Inc., 1965.

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James, P. E., and Davis, N. Wide World: A Geography (2nd rev. ed.). New York: Macmillan Co., 1967.

Jamieson, Alfred. Latin America. San Francisco: Field Educational Publications, Inc., 1969.

*For able students

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Johnson, William Weber, and the Editors of Life. Mexico. (Life World Library) New York: Time, Incorporated, 1961.

Keen, Benjamin. Readings in Latin American Civilization. Boston: Houghton Mifflin Company, 1967.

Leonard, Jonathan. Ancient America. (Time-Life "Great Ages of Man"), 1967.

Long, H. Luman, (ed.). The World Almanac and Book of Facts, 1970. New York: World Almanac, 1970.

* Madariaga, Salvador de. The Rise of the Spanish American Empire. New York: The Free Press (Macmillan), 1965.

McCrea, Ronald. Latin America. New York: Harcourt Brace Jovanovich, Inc., 1970.

Morison, Samuel Eliot. Christopher Columbus, Mariner. New York: Mentor (NAL), 1955.

Pauline, Lawrence. Latin American History, Culture, People. Bronxville, N.Y.: Cambridge Book Company, Inc., 1968.

Peck, Anne M. The Pageant of South American History, 3rd ed. New York: David McKay Company, Inc., 1962.

Prescott, William. The Conquest of Peru (partly abridged and revised). New York: Mentor (NAL), 1961.

* Rippy, J. Fred. Latin America. Ann Arbor, Mich.: The University of Michigan Press, 1958.

Robertson, William Spence. Rise of the Spanish-American as Told in the Lives of Their Liberators. New York: The Free Press (Collier-Macmillan), 1966.

Robinson, Donald (ed.). As Others See Us. Boston: Houghton Mifflin Co., 1969.

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Singletary, Otis. The Mexican War. Chicago: University of Chicago Press, 1960.

Stavrianos, Leften S., and Blanksten, George I. Latin America: A Culture Area in Perspective. Boston: Allyn and Bacon, Inc., 1967

Stavrianos, Leften, et al. Readings in World History. Boston: Allyn and Bacon, Inc., 1970.

Steinberg, Sigfrid H., and Paxton, John (eds.). The Statesman's Year-Book. New York: St. Martin's Press, Inc., 1969.

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APPENDIX A

NOTES ON THE 1917 CONSTITUTION OF MEXICO:

1. Federal principle in a republican framework

2. President: four-year term chosen by popular vote
   could not succeed himself
   chooses own cabinet

   Legislature: bicameral
   elected by popular vote

   Senate: four-year terms
   two from each state

   House of Deputies: two-year terms
   from districts

3. Suffrage: all male citizens over 21 who could show legal occupation

4. Article 29: All subsoil riches belong to the nation.

5. Article 123: First charter of Mexican labor; established right to organize, strike, bargain collectively, set minimum wages

6. End to peonage

7. Public education along Socialist patterns. The Church would have no further share in education.

8. Redistribution of Church and foreign owned lands, division of large estates

9. The clergy were disenfranchised and could not inherit property.
   Religious institutions had no legal standing.
   Politico-religious organizations were forbidden and the Church press could not comment on politics.
   Foreign priests were expelled, and each state could limit the number of priests in that state.

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APPENDIX B

Choose the best answer and put the matching letter in the blank to the left of the question.

_____1. Which of these matters is probably the most critical in Mexico today?

a) political immaturity
b) church-state relations
c) foreign ownership of mineral rights
d) population distribution

_____2. The number of dictatorships in Latin American history is an example of:

a) anti-clericalism
b) humanism
c) latifundia
d) caudillismo

_____3. The Napoleonic invasion of the Iberian peninsula:

a) had little or no effect on the Latin American independence movements.
b) resulted in disunity among the major leaders of the independence movements.
c) increased sentiment in favor of independence in South America.
d) resulted in a unity of feeling among the various groups advocating independence.

_____4. Of the following, which <u>did not</u> contribute to the growth of an independence movement in Latin America?

a) the example of a successful revolution in France
b) the emergence of several potential leaders
c) the failure of Spain to allow the creoles to assume leadership positions
d) the efforts of other European powers to separate Spain from her colonies

000510

In the space to the left of each item in Column I, write:

A. if the item in Column II is best classified as a consequence of the opposite item in Column I.

B. if the item in Column II is best classified as evidence or an illustration of the opposite item in Column I.

C. if the item in Column II does not fit either of the above classifications.

	Column I	Column II
_____	the influence of Free Masonry on the independence movements	anti-clericalism in the independence movements
_____	the Napoleonic invasion of Spain	independence movements in Latin America
_____	lack of creole participation in the upper levels of government and the Church in Spain's colonies	independence movements in Latin America
_____	Agriculture was the chief economic activity in Central America.	the division of Central America into many countries
_____	the Spanish concept of centralization of authority	the role of El Caudillo
_____	the number of changes of leadership in the governments of Latin American nations	political immaturity
_____	close ties between Church and State	the patranato real
_____	the influence of geography on political development	the large number of nations in Central and South America
_____	Mexican attempts at land redistribution	the ejido

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MAP EXERCISE

00053

00054

Examine the map carefully and answer the following questions, placing the best answer in the blank to the left of the question:

_____1. Which of these areas is still a colony of a European nation? 1 3 6 7

_____2. Which of these nations has been most influenced by Portugal? 2 4 11 13

_____3. Which of these nations is mostly mountainous? 1 4 9 11

_____4. The equator passes through which of these countries? 4 6 8 12

_____5. Which of these countries has moved its capital to a newly built city in recent years? 7 8 9 13

_____6. Which of these countries is the most important oil producer? 3 4 8 11

_____7. Tin mining would probably be most important in which of these countries? 4 8 10 12

Identify the following countries by placing the correct response in the blank opposite each country:

_____ Argentina

_____ Bolivia

_____ Brazil

_____ Chile

_____ Colombia

_____ Ecuador

_____ Guyana

_____ Paraguay

_____ Peru

_____ Uraguay

_____ Venezuela

00055

	Millions			Percent growth
	1950	1960	1965	1950-1965
Argentina	16.8	20.0	21.7	29.2
Brazil	52.0	70.5	82.2	58.1
Chile	6.0	7.6	8.5	41.2
Colombia	11.7	15.6	17.0	45.3
Mexico	25.8	34.9	40.9	58.5
Peru	8.1	10.1	11.7	44.4
Venezuela	5.0	7.4	8.8	76.0
Latin American nations	149.0	196.6	226.6	52.1

(These figures were released by the Agency for International Development.)

Using only the information contained in the table, answer the following questions:

1. Which of the Latin American nations listed in the table had the largest population in 1965?

2. Which nation had the smallest population in 1950?

3. Which nation's percent of population growth was greatest between 1950 and 1965?

4. Which nations grew at a more rapid rate between 1950 and 1965 than the rate for all of Latin America during the same period?

5. Which nation had the slowest rate of population growth between 1950 and 1965?

6. Based on the nation's growth between 1950 and 1960, what might be the population of Colombia in 1970?

00056

Read the selection "Social Attitude toward Labor" from Stavrianos, Readings in World History; and answer the following questions. Put the letter which corresponds to the best answer in the blank at the left of each group:

The Latin American view of the role of the worker, according to this author:

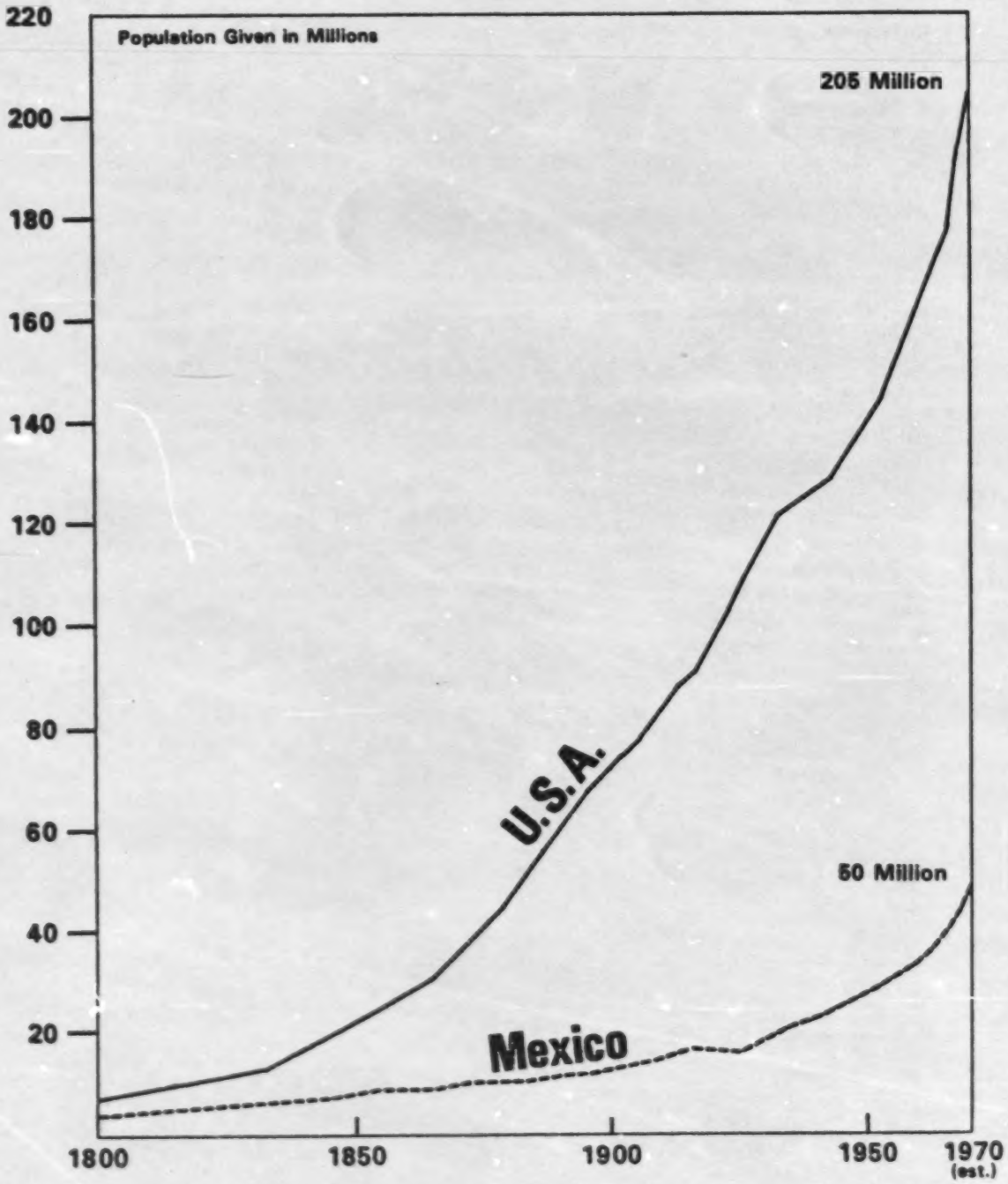
1. _____ a) is the product of their colonial experience.
   b) was brought to the New World by the missionaries.
   c) is the result of a lack of skilled labor in those nations.
   d) has resulted in the growth of a middle class made up of laborers but no technicians or clerical workers.

2. _____ a) has resulted in a large middle class in the cities, but not in the rural areas.
   b) is that working with one's hands is a mark of an inferior social class.
   c) has transformed the lower agricultural worker class into an urban society.
   d) has aided the growth of industry in those areas having sufficient capital and raw materials.

3. _____ a) has been the result of the abundance of unskilled labor.
   b) has enabled them to use large areas of land that would have remained unused.
   c) has enabled them to utilize a limited amount of capital.
   d) has brought about a change in the role of the worker in its society today.

00057

Population Growth
Mexico and the U.S.—1800-1970



Source of Data: U.S. Census Bureau (U.S. population); *Population Bulletin* (population of Mexico)

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Based on the information contained on this graph, answer the following questions using this key:

A. if the statement is true
B. if the statement is false
C. if there is not sufficient information in the graph to determine whether or not the statement is either true or false

_____ 1. Between 1800 and 1900, the population of the United States grew at a faster rate than that of Mexico.

_____ 2. The population of Mexico more than doubled between 1900 and the present.

_____ 3. A major Mexican problem today is overpopulation.

_____ 4. The population growth of Mexico has made possible the greater industrialization of that nation in recent years.

_____ 5. In the past 20 years, Mexico's population has increased at a slower rate than that of the United States.

_____ 6. The population growth of Mexico has been limited by the available arable land.

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ANSWER SHEET FOR APPENDIX B

Page
4
4
3
4

Page
Column I
A
A
A
C
B
B
B
A
B

Page
Map Test
3
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9
6
13
4
8

Page
Identification
10 - Argentina
8 - Bolivia
13 - Brazil
9 - Chile
5 - Colombia
6 - Ecuador
3 - Guyana
12 - Paraguay
7 - Peru
11 - Uraguay
3 - Venezuela

Page
Table Answers
1. Brazil
2. Venezuela
3. Venezuela
4. Brazil Mexico Venezuela
5. Argentina
6. Between 18 and 19 million

Page
1
2
1

Page
A
A
C
C
B
C

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